

# St John the Baptist Roman Catholic Primary School

## Dartmouth

### Local Governing Body

Date/Time	Friday 23/11/2018 1pm	Location	St John's Primary School				
<b>Attendees</b>	<b>Initials</b>			<b>Attendees</b>	<b>Initials</b>		
Name		Type of governor/ associate/ chair etc	Time they joined/left if not present for full meeting				
Laura Upton	LU	Chair		Elizabeth Hamilton	EH	Head Teacher	
Karen Moseley	KM	Vice Chair					
Natalie Jackson	NJ	Staff					
Angela Simmonds	AS	Parent					

Apologies	Initials	Reason (Category of Governor)
Rebecca Whalley	RB	(Community)

Absent without Apology	Initials

In Attendance	Initials	(anyone who is not a governor / associate)
Judith Muir	JM	Clerk

Minutes to
Attendees
Apologies
Helen Laird, CAST

	Agenda	Led by
1	Opening prayer	EH
2	Matters arising from previous minutes	LU
3	Housekeeping	JM
4	Declaration of business interests	JM
5	School Council report	School pupils
6	Learning Focus: Meta-cognition report by Claire Brown	EH
7	Leadership report	EH
8	Budget 2017/18 and 3 year forecast	EH
9	Governor visits (H&S and RE visits to follow this term)	
9.1	SEND	EH
9.2	PP	EH
9.3	Safeguarding	NJ
10	How effective are we as a governing body?	LU
11	Date of next meeting: 11/01/2019	

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Agenda Number	Details of discussion	Decision or action
1	EH opened the meeting with a prayer.	
2	<p><u>Matters arising from previous meeting minutes</u></p> <p>No matters arising from previous meeting. Minutes approved.</p>	LU approved KM seconded
3	<p><u>Housekeeping</u></p> <ul style="list-style-type: none"> <li>• Clerk has resigned from this position and this is JM's last meeting.</li> <li>• LU requested JM to follow up on request from Raymond Friel to return signed declarations from all Governors confirming that they have read updated Governor's Code of Conduct.</li> <li>• All Governors confirmed they have read updated KCSIE.</li> </ul>	JM
4	<p><u>Declaration of business interests</u></p> <p>No business interests declared.</p>	
5	<p><u>School council report</u> (presented by School Councillors)</p> <p>Item deferred to next meeting.</p> <p>In advance of the presentation by the School Councillors, Governors followed EH to the noticeboards in the school hall to see the School Council noticeboard which displayed the Council representatives.</p> <p>Q (LU): <i>How are the roles allocated?</i> A (EH): <i>Year 6 pupils have the leadership roles (Chair, Secretary and Treasurer). They are elected based on their manifestos which they wrote and delivered to pupils themselves.</i></p> <p>Q (LU): <i>Are the other Councillors elected?</i> A (EH): <i>No, the younger Councillors are chosen because of their ideas and their ability to engage. Councillors created their own vision statement and their own definition of a Councillor.</i></p> <p>Q (AS): <i>How often does the Council meet?</i> A (EH): <i>They meet twice every half term. Once the meetings have been modelled, the pupils will run the meetings themselves.</i></p> <p>EH highlighted several aspects of the noticeboard:</p> <ul style="list-style-type: none"> <li>• <i>The display of minutes of the last School Council meeting.</i></li> <li>• <i>Their action plan.</i></li> <li>• <i>Their policies.</i></li> <li>• <i>How they intend to develop child leadership.</i></li> <li>• <i>Safety.</i></li> </ul> <p>Q (KM): <i>How long do the Councillors keep their position for?</i> A (EH): <i>The Year 6 Councillors will be changed half way through the year because so many pupils wanted to do it and we want as many pupils as possible to have the opportunity to have this leadership role.</i></p>	
6	<p><u>Learning Focus: Meta-cognition report by Claire Brown- Claire to talk at next Governor's meeting.</u></p> <p>EH presented CB's report.</p> <p>Q (LU): <i>Have staff received in-house training?</i> A (EH): <i>Yes, from CB and myself. Next term, there will be 2 days worth of training workshops for Head Teachers.</i></p> <p>Q (NJ): <i>Would a pupil be able to explain what metacognition is?</i> A (EH): <i>Yes, the children use a 'learning exit ticket'. 2 pupils will join us shortly to talk us through how they apply this in their work.</i></p> <p>Q (AS): <i>Is this used more in Maths?</i> A (EH): <i>Maths has been our priority so we have focussed upon developing strategies linked to this in maths.</i></p> <p>EH will be submitting CB's report to Raymond Friel for inclusion in CAST-wide newsletter as it may be an area of interest across CAST following the CAST wide training.</p> <p>EH invited 2 pupils into the meeting room to talk about how they have come to understand their learning.</p>	

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	<p>Q (EH): <i>Can you tell us about your learning in Maths?</i></p> <p>A (Pupil 1): <i>I didn't like fractions in Year 5 and I wasn't very good but now, in Year 6, with help I do like it.</i></p> <p>Q (LU): <i>What kind of help?</i></p> <p>A (Pupil 1): <i>Help from the teachers and teaching assistants.</i></p> <p>Q (LU): <i>Have the working walls helped?</i></p> <p>A (Pupil 1): <i>Yes, there are lots of examples of how to work things out which really help.</i></p> <p>The pupils then explained learning exit tickets where a traffic light system is used:</p> <ul style="list-style-type: none"> <li>• Green – the pupil feels they understand everything.</li> <li>• Amber – the pupil worked with a partner and described what they did to help.</li> <li>• Red – the pupil identified why they stopped learning.</li> </ul> <p>Q (KM): <i>How often do you fill out the learning exit tickets?</i></p> <p>A (Pupil 1): <i>Probably a few times a week.</i></p> <p>As EH introduced Pupil 2 to the group, EH explained how the learning exit tickets encourage the language of learning, that there are different ways to say something.</p> <p>Pupil 2 talked to the Governors about her learning and enjoyment of Practical Maths.</p> <p>Q (LU): <i>What helps you?</i></p> <p>A (Pupil 2): <i>We can use all sorts of resources and ask the teachers for ideas on how to work something out.</i></p> <p>Pupil 2 continued to explain her book where maths was put into a context and then she explained her working out using a non-example and another example in order to demonstrate a deeper understanding (mastery learning).</p> <p>As the pupils returned to lessons, the Governors thanked both pupils for coming in to talk them.</p> <p>EH explained that thousands of studies have been conducted (Endowment Foundation) and all of the research compiled provides evidence that shows if children can articulate their learning, it adds approximately 7 months of learning - a significant impact. She shared a report from the Endowment Foundation.</p> <p>Q (LU): <i>Are you working with other schools on metacognition?</i></p> <p>A (EH): <i>CAST will be rolling it out and CB's report will be submitted for publication in CAST-wide newsletter. CB also has non-contact time to lead on metacognition. It would be good to work with other schools within CAST. Last year we shared training with St Mary's Buckfast on collaborative learning which is fairly embedded now as an approach. This also accelerates progress and is backed up by the research.</i></p>	
7	<p><u>Leadership report</u></p> <p>EH presented her report to the Governors.</p> <p>Q (LU): <i>Is Grade 2 'good'?</i></p> <p>A (EH): <i>Yes, it's Ofsted rated 'good'. Grade 1 would be 'outstanding'.</i></p> <p>EH told the group that:</p> <ul style="list-style-type: none"> <li>• Reading and writing progress is above National figures and Maths progress shows that the school is in line with National figures.</li> <li>• The children in KS1 are catching up quickly.</li> <li>• Cohorts come in at broadly National level, although recent cohorts have had significant percentages below because of the high SEND numbers. This makes the attainment look lower at the bottom end of the school (Year 1 and Year 2).</li> </ul> <p>Q (LU): <i>There has been a focus on Maths to close the gap between school and National figures, what are you doing to further close this gap?</i></p> <p>A (EH): <i>There are several things in place to achieve this:</i></p> <ul style="list-style-type: none"> <li>• <i>Metacognition</i></li> <li>• <i>Monitoring- more linked to maths</i></li> <li>• <i>Book scrutiny-more linked to maths</i></li> <li>• <i>Blink observations-more linked to maths</i></li> <li>• <i>Governor visits- for SEND/PUPIL PREMIUM linked to maths</i></li> <li>• <i>Training: staff meeting to discuss approaches, reasoning and mastery.</i></li> <li>• <i>I meet with TA's every Friday to:</i> <ul style="list-style-type: none"> <li>➢ <i>Encourage 'effective feedback' which is marking alongside the children.</i></li> <li>➢ <i>Look at the feedback that has been given to see if immediate corrections have been made based on the feedback.</i></li> </ul> </li> </ul>	

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	<p style="text-align: center;">➤ <i>Conferencing with children.</i> ➤ <i>TA's have been included in recent maths/meta cognition training</i></p> <p>Referring to the analysis column of the report, EH highlighted that 1 new pupils is expected to start after Christmas.</p> <p><i>Q (JM): With changes in class profile, do staff have the flexibility to customise the delivery of the curriculum to better suit each cohort?</i> <i>A (EH): Yes. For example, with more boys in the class, the teacher may theme learning around space.</i></p> <p>Looking at the 'Outcomes', EH explained how the cohorts vary considerably and that she has found that evidence of the AMA make particularly good progress. We are getting advice from various advisory teachers to support various SEND needs such as language disorders, Autism etc.</p> <p>EH reported that 'Attendance' has improved in every group. EH stated that this has been achieved via targeted work with specific families - where staff meet regularly with the parents of children whose attendance is below 93%. The consistency of these meetings have proved effective and although it only concerns a few families, they can have a significant effect on school figures.</p> <p>'Behaviour' incidents tend to be based around SEND needs. There were more incidents last year but this was due to 1 or 2 children. <i>Q (LU): Have staff had training on what an incident is, or not?</i> <i>A (EH): Yes, we have talked around thresholds. Teachers record significant incidents on CPOMS. It is the same recording system as the child protection system.</i> <i>Q (LU): Does the information on CPOMS stay with the child if they move school?</i> <i>A (EH): Safeguarding issues would and if the new school used CPOMS then yes, the new school would have that history which is helpful to identify any triggers – this is usually for more high level needs and behaviour.</i></p> <p>EH told the Governors that 'Monitoring of Teaching' was most effective when carried out on a little and often basis. This could be in the form of EH visiting classroom, looking at work and getting children to talk about what they are learning. Margaret Clitherow have visited for moderation work and to receive support from our EYFS lead. St Joseph;s have also visited our EYFS.</p> <p>There are not usually many 'Safeguarding' concerns as these</p> <p>EH gave an overview of 'CPD' this term, where staff have areas including:</p> <ul style="list-style-type: none"> <li>• Metacognition</li> <li>• Maths</li> <li>• End of Primary Writing Project</li> <li>• Subject briefings for maths and Literacy</li> <li>• Moderation training for KS2</li> <li>• Marking and effective feedback in Maths</li> <li>• Geography conference- to look at curriculum progression</li> </ul> <p>Highlights of the 'Community involvement' part of the report includes:</p> <ul style="list-style-type: none"> <li>• Re-design of school website.</li> <li>• Teachers will each have their own access to the website in order to update their relevant section.</li> <li>• Texting service – procedures to be formalised.</li> </ul>	
8	<p><u>Budget</u></p> <p>The budget figures show that next year will be challenging for the school. EH explained that the expected £40,000 shortfall has been reduced to £16,000 and also that £10,000 from an EHCP is anticipated, with another application in the pipeline. Although there is a predicted £3,900 c/fwd, the expenditure of the new website has not been allowed for.</p>	
9	<p><u>Governor visits</u></p>	
9.1	<p><u>SEND (deferred to next meeting)</u></p>	

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9.2	<p><u>PP</u> LU presented her report to the group. LU's findings detailed in the report are based on her recent visit to the school where she did a learning walk, visited classrooms, spoke to pupils and looked at their workbooks.</p>	
9.3	<p><u>Safeguarding</u> NJ presented her report to the group. The report focused on the school's central record and NJ found that there were no gaps in any of the details she reviewed.</p> <p>The Deputy designated Safeguarding lead is due to update their Plymouth CAST training imminently.</p> <p>The school Council intends to write to RB requesting she that visits the school in her official capacity as a Community Police Officer to discuss Safeguarding issues with the pupils.</p>	
10	<p><u>How effective are we as a Governing body?</u></p> <p>LU reported that at the recent Governor briefing, it was suggested that at the end of each meeting, the group asks itself "how effective are we?". This would involve, at the end of each meeting, looking back over proceedings and considering what the Governors have done to support the school's vision. LU proposed that Governors occasionally join the pupils / School Council for lunch to create an opportunity for a more informal chat and as a way to get feedback.</p> <p>NJ told the group that several action points listed in her Safeguarding report have already been actioned.</p>	All

Meeting closed at: 3pm

Detail of next meeting			
Date/Time	Friday 11/01/2019, 1pm	Location	St John's Primary School, Dartmouth